

Texas Education Agency  
Standard Application System (SAS)

2018–2019 Texas 21 <sup>st</sup> Century Community Learning Centers, Cycle 10, Year 1		
<b>Program authority:</b>	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)	<b>FOR TEA USE ONLY</b> Write NOGA ID Place date stamp here.
<b>Grant Period:</b>	August 1, 2018 – July 31, 2019	
<b>Application deadline:</b>	5:00 p.m. Central Time, May 1, 2018	RECEIVED TEXAS EDUCATION AGENCY
<b>Submittal Information:</b>	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:  Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
<b>Contact information:</b>	Christine McCormick, <a href="mailto:21stcentury@tea.texas.gov">21stcentury@tea.texas.gov</a>	

**Schedule #1—General Information**

Part 1: Applicant Information				
<b>Organization name</b>		<b>County-District #</b>	<b>Amendment #</b>	
A W Brown Leadership Academy		057816		
<b>Vendor ID #</b>	<b>ESC Region #</b>	<b>DUNS #</b>		
	10			
<b>Mailing address</b>		<b>City</b>	<b>State</b>	<b>ZIP Code</b>
5701 Red Bird Center Drive		Dallas	TX	75237-
Primary Contact				
<b>First name</b>	<b>M.I.</b>	<b>Last name</b>	<b>Title</b>	
Laura	A	Mimms	CEO/Superintendent	
<b>Telephone #</b>	<b>Email address</b>		<b>FAX #</b>	
972-802-0018	lmimms@awbrown.org		214-613-2027	
Secondary Contact				
<b>First name</b>	<b>M.I.</b>	<b>Last name</b>	<b>Title</b>	
Tammy		Johnson	Executive Director of Academic Excellence	
<b>Telephone #</b>	<b>Email address</b>		<b>FAX #</b>	
972-709-4700	tammyjohnson@awbrown.org		N/A	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

**Authorized Official:**

First name	M.I.	Last name	Title
Laura	A	Mimms	CEO/Superintendent
Telephone #		Email address	FAX #
972-802-0018		lmimms@awbrown.org	214-613-2027

Signature (blue ink preferred)

Date signed



05/01/2018

*Only the legally responsible party may sign this application.*

701-18-111-103

**Schedule #1—General Information**

County-district number or vendor ID: 057816

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

**Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations**

**INSTRUCTIONS:** This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

**Section 1: Applicant Organization's Fiscal Year**

Start date (MM/DD):

End date (MM/DD):

**Section 2: Applicant Organizations and the Texas Statewide Single Audit**Yes: ☐No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 057916

Amendment # (for amendments only):

**Part 1: Required Attachments**

No program-related or fiscal-related attachments are required to be submitted with this grant application.

However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status (see General and Fiscal Guidelines, Required Fiscal-Related Attachments, for details) prior to TEA issuing a grant award.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 057816

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.

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<b>Schedule #2—Required Attachments and Provisions and Assurances (cont)</b>	
<b>County-district number or vendor ID:</b> 057816	<b>Amendment # (for amendments only):</b>
<b>Part 3: Program-Specific Provisions and Assurances</b>	
10.	<p>The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center.</p> <ul style="list-style-type: none"> <li>A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday.</li> <li>A minimum of five days per week for the fall and spring terms.</li> <li>A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming.</li> <li>A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year.</li> <li>Hours dedicated to program activities for adult family members will not count toward student programming.</li> </ul>
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).
14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.

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<b>Schedule #2—Required Attachments and Provisions and Assurances (cont)</b>	
County-district number or vendor ID: 057816	
Amendment # (for amendments only):	
<b>Part 3: Program-Specific Provisions and Assurances</b>	
18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	<p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements. Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> <li>• Participant and enrollment data will be entered in August or September, depending on the center schedule.</li> <li>• Attendance data will be entered daily or weekly.</li> <li>• Exception reports and data corrections will be completed and reviewed by the project director</li> <li>• Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.</li> </ul>
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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**Schedule #3—Certification of Shared Services**

County-district number or vendor ID: 057816

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable. Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Fiscal Agent</b>				
1.	057816	Laura Mimms	972-802-0018	\$903,287.00
	A W Brown Leadership Academy		lmimms@awbrown.org	
<b>Member Districts</b>				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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By TEA staff person:

<b>Schedule #3—Certification of Shared Services (cont.)</b>				
County-district number or vendor ID: 057816			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Member Districts</b>				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
<b>Grand total:</b>				<b>\$903,287.00</b>

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



**Schedule #4—Request for Amendment**

County-district number or vendor ID: 057816

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
7.	Total direct costs:		\$	\$	\$	\$
8.	Indirect cost ( %):		\$	\$	\$	\$
9.	Total costs:		\$	\$	\$	\$

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By TEA staff person:

**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 057816

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.		<b>N/A</b>	
4.			
5.			
6.			
7.			

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By TEA staff person:

**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 057816

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

A W Brown Leadership Academy (AWBLA) is a third generation charter district located in Dallas, Texas in an area commonly known as Oak Cliff. The 75237 zip code where the school is located is comprised of:

- 85% renters, compared to 39% in the State
- 69% African-American individuals and 11% Hispanic individuals
- Individuals with an adjusted gross income is \$24,938 compared to \$65,384 for the State

In sum, AWBLA serves a high need community that will benefit from programming focused on improving both the academic and social needs of its stakeholders.

The AWBLA district is 95% African-American and over 75% economically disadvantaged. The district has two campuses serving approximately 2,000 students, one of which is currently in Improvement Required (IR) status and as such needs to make significant academic improvements. The AWBLA mission and vision emphasizes the importance of academic, social, and character education. The AWBLA Lead, Educate, Validate, Enrich & Love our Scholars (LEVELS) Community Learning Center (CLC) will provide comprehensive out of school programming in partnership with Big Thought (BT). As a leadership academy AWBLA is committed to educating the whole child. While we have significant gains to make academically, we cannot dismiss the necessity of meeting the non-academic needs of our scholars and their families. As result, the LEVELS CLC will:

- teach our scholars to Lead through engagement with community leaders coordinated through our community partner BT and through structured opportunities for service learning;
  - Educate our scholars through Texas Essential Knowledge and Skills (TEKS) based academic intervention and/or acceleration depending on the needs of scholars;
  - Validate our scholars through Social and Emotional Learning (SEL) and the utilization of Restorative Discipline principles to improve their ability to handle both the academic and non-academic challenges they may face;
  - Enrich our scholars through programming that seeks to close the opportunity gap by providing access to community based arts, leadership and service learning outlets; and
  - Love our scholars through family engagement opportunities that give parental assistance for providing academic support for scholars, and emotional and physical fitness support for parents, and fostering relationships with other programs and community resources such as adult education programs, and local workforce development.
- AWBLA identified the following objectives for the LEVELS CLC:

**AWBLA LEVELS CLC Program Objectives**

1. Increase Student Attendance to 98%
2. All K-2 Students Showing Growth in DIBELS Next
3. All Campuses Meeting Standard on STAAR Math & Reading Language Arts (RLA)
4. Increase Family Engagement
5. Decrease in the Number of Disciplinary Referrals

The LEVELS CLC will expand access to high-quality out-of-school time programming for AWBLA students. By combining the academy's resources with BT's expertise in after-school and summer programming, extensive instructor roster and professional development capacities, AWBLA will secure the needed infrastructure to ensure grant objectives are met. In addition, the partnership will support the identification of community and funding resources to position the program for sustainability. AWBLA and BT will utilize a continuous improvement model throughout the grant, making any necessary programmatic changes needed to ensure all objectives are being met.

AWBLA will impanel an AWBLA LEVELS CLC Community Advisory Committee which will work closely with the LEVELS CLC Project Director, Site Directors and Family Engagement Specialist. The Community Advisory Committee will meet quarterly to review CLC objectives and goals, outcomes, service inputs and outputs, make recommendations as part of the continuous improvement process, and plans for sustaining programming after the grant ends.

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By TEA staff person:

<b>Schedule #6—Program Budget Summary</b>					
County-district number or vendor ID: 057816				Amendment # (for amendments only):	
Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)					
Grant period: August 1, 2018, to July 31, 2019				Fund code/shared services arrangement code: 265/352	
<b>Budget Summary</b>					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$239,440.00	\$	\$239,440.00
Schedule #8	Professional and Contracted Services (6200)	6200	\$581,169.00	\$9,875.00	\$591,044.00
Schedule #9	Supplies and Materials (6300)	6300	\$36,799.00	\$	\$36,799.00
Schedule #10	Other Operating Costs (6400)	6400	\$6,000.00	\$	\$6,000.00
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
	Consolidate Administrative Funds			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$863,408.00	\$9875	\$873,283.00
Percentage% indirect costs (see note):			N/A	\$30,000.00	\$30,000.00
Grand total of budgeted costs (add all entries in each column):			<b>\$863,408.00</b>	<b>\$39,875.00</b>	<b>\$903,283.00</b>
<b>Shared Services Arrangement</b>					
6493	Payments to member districts of shared services arrangements		\$	\$	\$
<b>Administrative Cost Calculation</b>					
Enter the total grant amount requested:					\$903,283.00
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result.					\$45,164.15
This is the maximum amount allowable for administrative costs, including indirect costs:					

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

<b>Schedule #7—Payroll Costs (6100)</b>			
County-district number or vendor ID: 057816		Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
<b>Academic/Instructional</b>			
1 Teacher			
2 Educational aide			
3 Tutor			
<b>Program Management and Administration</b>			
4 Project director (required)	1		\$60,000.00
5 Site coordinator (required)	2		\$90,000.00
6 Family engagement specialist (required)	1		\$25,000.00
7 Secretary/administrative assistant			
8 Data entry clerk			
9 Grant accountant/bookkeeper			
10 Evaluator/evaluation specialist			
<b>Auxiliary</b>			
11 Counselor			
12 Social worker			
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>			
13 ESC specialist/consultant			
14 ESC coordinator/manager/supervisor			
15 ESC support staff			
16 ESC other			
17 ESC other			
18 ESC other			
<b>Other Employee Positions</b>			
19 Title			
20 Title			
21 Title			
22	Subtotal employee costs:		\$175,000.00
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>			
23 6112	Substitute pay		
24 6119	Professional staff extra-duty pay		
25 6121	Support staff extra-duty pay		\$25,600.00
26 6140	Employee benefits		\$38,840.00
27	Subtotal substitute, extra-duty, benefits costs		\$64,400.00
28	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$239,440.00

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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<b>Schedule #8—Professional and Contracted Services (6200)</b>		
County-district number or vendor ID: 057816		Amendment # (for amendments only):
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
<b>Professional and Contracted Services Requiring Specific Approval</b>		
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6269	Rental or lease of buildings, space in buildings, or land	
	Specify purpose:	
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		
<b>Professional and Contracted Services</b>		
<b>#</b>	<b>Description of Service and Purpose</b>	<b>Grant Amount Budgeted</b>
1	Academic Assistance Services	\$357,028.00
2	Enrichment Services	\$227,716.00
3	Independent Evaluation	\$6,000.00
4	3 <sup>rd</sup> Party Quality Monitoring	\$300.00
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
<b>b. Subtotal of professional and contracted services:</b>		\$591,044.00
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		\$
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$591,044.00</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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<b>Schedule #9—Supplies and Materials (6300)</b>		
County-District Number or Vendor ID: 057816		Amendment number (for amendments only):
<b>Supplies and Materials Requiring Specific Approval</b>		
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6300	Total supplies and materials that do not require specific approval:	\$36,799.00
<b>Grand total:</b>		<b>\$36,799.00</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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<b>Schedule #10—Other Operating Costs (6400)</b>		
County-District Number or Vendor ID: 057816		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$1680.00
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	
6413	Stipends for non-employees other than those included in 6419	
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	
Subtotal other operating costs requiring specific approval:		\$1680.00
	Remaining 6400—Other operating costs that do not require specific approval:	\$800.00
<b>Grand total:</b>		<b>\$2480.00</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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<b>Schedule #11—Capital Outlay (6600)</b>				
County-District Number or Vendor ID: 057816			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	\$
<b>66XX—Computing Devices, capitalized</b>				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
<b>66XX—Software, capitalized</b>				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
<b>66XX—Equipment or furniture</b>				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>				
29				\$
<b>Grand total:</b>				<b>\$0</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 057816

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Qualifications: Bachelor's degree in Education or related field, Masters preferred. Minimum three years experience in an educational and/ or social work setting; Experience in program development, marketing, implementation, data reporting, evaluation, and fiscal/budget management; Management of 21st CCLC or After School/Summer School programs preferred.
2.	Site Coordinator(s)	Qualifications: Bachelor's degree in Education, Masters preferred. A minimum of three years of experience in teaching in a setting with at-risk children. Experience implementing and organizing non-traditional educational programs.
3.	Family Engagement Specialist	Qualifications: Bachelor's degree in Education, three years of experience in coordinating family self-efficiency programs, experience working in an educational, social service or family support setting with diverse groups, and experience in working with community agencies.

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Increase student attendance to 98%	1. Finalize engaging enrichment programming	08/01/2018	08/06/2018
		2. Implement extensive marketing program	08/07/2018	09/07/2018
		3. Engage students in enrichment programming	08/09/2018	07/31/2019
		4. Track attendance percentages	08/09/2018	05/23/2019
		5. Makes adjustments as necessary to meet goal	08/09/2018	05/23/2019
2.	All K-2 students exhibiting growth as indicated by DIBELS Next	1. Facilitate baseline assessments	08/09/2018	09/09/2018
		2. Identify intervention/acceleration programming	08/09/2018	09/09/2019
		3. Implement intervention/acceleration programming	09/10/2018	05/23/2019
		4. Facilitate interim assessments	09/09/2018	05/23/2019
		5. Aggregate End-of-Year Data	04/23/2019	05/23/2019
3.	All campuses meeting standard on STAAR Math and Reading Language Arts	1. Facilitate baseline assessments	08/09/2018	09/09/2018
		2. Identify intervention/acceleration programming	08/09/2018	09/09/2018
		3. Implement intervention/acceleration programming	09/10/2018	05/23/2019
		4. Facilitate interim assessments	09/09/2018	05/23/2019
		5. Aggregate End-of-Year Data	04/23/2019	05/23/2019
4.	Increase family engagement	1. Finalize engaging activities	08/01/2018	08/06/2018
		2. Implement extensive marketing program	08/01/2018	09/07/2018
		3. Review baseline data	08/01/2018	08/06/2018
		4. Implement family engagement supports	08/01/2018	07/31/2019
		5. Aggregate End-of-Year Data	06/23/2019	07/32/2019
5.	Decrease number of disciplinary referrals	1. Review baseline data	08/01/2018	08/08/2019
		2. Finalize behavior intervention supports	08/01/2018	08/10/2018
		3. Implement SEL supports	08/10/2018	07/31/2019
		4. Implement Restorative Discipline supports	08/10/2018	07/31/2019
		5. Aggregate End-of-Year Data	04/23/2019	07/31/2019

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 057816

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

AWBLA first evaluated community needs by facilitating a survey of families currently enrolled in the district. There were over 160 responses to the survey which informed the primary components of the AWBLA LEVELS CLC. Respondents indicated that they most valued 1) an appropriate schedule, 2) educational support for scholars, 3) creative outlets for scholars, 4) homework assistance for scholars, 5) classes to assist parents in helping their children academically, 6) classes for parents to improve their physical fitness and 7) and a single parent support group.

**Specific Survey Results:**

Please select the primary reason why you would select an onsite before and/or after school care program?

55.9% Work schedule

22.4% Additional educational support

21.4% Location

00.3% Price

When searching for a before and/or after school program, what type of service would you like to see? Select all that apply.

91.1% Educational

67.1% Creative

82.6% Homework Helper

28.6% Counseling

30.4% Self-Defense

3% Other (Hours, Quality Care, Summer Fun, Early Service, Healthy Food)

What type of parental support would you be interested in? Select all that apply.

52.2% Help, homework is not the same

9.3% Life after divorce/death

37.3% Single Parent Group

41.6% Fitness/Bootcamp

27.3% Swing Out/Dance

34.2% Provide Emotional Support for your scholar

75.8% Provide Academic Support for your scholar

3% Other (Quality Snacks, Parent/Scholar Software Skills, Encouraging to excel, N/A)

What type of academic support would you like to see in a before, after, and/or summer program? Select all that apply.

88.8% Educational

82.6% Bridging the Gap Summer next grade level support

68.9% Homework help

1.2% Other (STEM, Field Trips)

Additionally, AWBLA met with BT, a high quality provider of out-of-school services, to determine resources available in the community and which services should be offered as part of the AWBLA LEVELS CLC. The data gathered resulted in identification of the following AWBLA LEVELS CLC objectives:

**AWBLA LEVELS CLC Objectives**

1. Increase Student Attendance to 98%

2. All K-2 Students Showing Growth in DIBELS Next

3. All Campuses Meeting Standard on STAAR Math &amp; RLA

4. Increase Student &amp; Family Engagement

5. Decrease in the Number of Disciplinary Referrals

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 057816

Amendment # (for amendments only):

**Statutory Requirement 2:** Describe the planned partnership between the applicant and the proposed eligible partner organization(s), including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.*

☒ This applicant is part of a planned partnership.☐ This applicant is unable to partner.**Describe the Planned Partnership**

- AWBLA LEVELS CLC will partner with BT to facilitate programming for scholars: during before school hours, after school hours, and summer. The Memorandum of Understanding (MOU) is included as an attachment and outlines services (See Attachment A).
- BT was founded 30 years ago as Young Audiences. The organization has grown to become a national model, first in arts education, then in out-of-school time systems, and again in summer learning systems. BT is one of six U.S. community partnerships that are helping to scale national best practices in SEL. Through all of those iterations, BT has risen to the task of being an effective and flexible organization that can work with communities and partners to close the opportunity gap. Two consistent themes have driven their work: 1) Empowering youths' creativity and 2) Building social and emotional well-being. BT will oversee and facilitate the 7:00am to 7:50am session for scholars enrolled in the AWBLA LEVELS CLC. Students will have 50 minutes of homework support and/or academic intervention Monday through Friday of each week. Additionally, BT will facilitate the after school component of the CLC, as well as the summer programming, providing TEKS based academic intervention and/or acceleration, facilitation of exposure to enriching arts activities and exposure to field trips, SEL support, and leadership training.

**How Partnership Will Contribute to Achieving Stated Objectives**

Stated Objectives	Big Thought Contribution
Increase Student Attendance to 98%	<ul style="list-style-type: none"> <li>• BT will assist in improving student attendance by partnering with AWBLA to facilitate high quality out of school programming. Research indicates that students attending Texas' 21st CCLC afterschool programs, regardless of participation level, improved their school day attendance—students with low levels of participation in the program decreased their absentee rate by 14% and students with high levels of participation experienced a 15% reduction (American Institutes for Research, February 2013).</li> <li>• The first step to improving student outcomes is to ensure students are present to receive instruction.</li> </ul>
All K-2 Students Showing Growth on DIBELS Next	<ul style="list-style-type: none"> <li>• Studies found that consistent participation in afterschool programs led to greater gains in math achievement and academic achievement, as well as improved behaviors and school day attendance. The higher the levels of participation in afterschool among low-income students, the smaller the gap in math achievement between them and their high-income peers (Pierce, K.M., et. al, April 2013).</li> <li>• BT will track scholar participation and work to ensure maximum, ongoing participation of scholars.</li> </ul>
All Campuses Meeting Standard on STAAR Math & RLA	<ul style="list-style-type: none"> <li>• BT will provide before school, after school and summer programming for AWBLA LEVELS CLC</li> <li>• The National Summer Learning Study facilitated in 2014, indicates students participating in the summer learning programs performed better on math tests in the fall following their summer program than their non-participating peers. Researchers equated the gains in math to a 17 to 21% average increase in math learning.</li> </ul>
Increase Family Engagement	<ul style="list-style-type: none"> <li>• BT will contribute to the AWBLA LEVELS CLC by organizing and facilitating high quality out of school programming for identified students that includes: academic intervention, SEL, enriching arts activities, and leadership training. BT will assist AWBLA in identifying and facilitating parental supports.</li> </ul>
Decrease # of Disciplinary Referrals	<ul style="list-style-type: none"> <li>• CASEL's <i>Meta-Analysis of After-School Program that Seek to Promote Personal and Social Skills in Children and Adolescents</i> indicates afterschool programs can lead to improved attendance, behavior and coursework. Students participating in a high quality afterschool program went to school more, behaved better, received better grades and did better on tests compared to non-participating students. BT will partner with AWBLA to provide afterschool programming.</li> </ul>

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 057816

Amendment # (for amendments only):

**Statutory Requirement 3:** Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

<b>Statutory Requirement #3 Indicator</b>	<b>LEVELS Program Objective/Goal</b>	<b>Impact of Proposed Program</b>
<b>Performance</b>	<ul style="list-style-type: none"> <li>• Growth on DIBELS Next</li> <li>• All Campuses Meeting Standard on STAAR Math and RLA</li> </ul>	<ul style="list-style-type: none"> <li>• The AWBLA LEVELS Program will improve academic outcomes for scholars in grades kindergarten through 8<sup>th</sup> by providing academic intervention and/or acceleration.</li> <li>• BT will facilitate before school, after school and summer school programming for the 650 scholars enrolled in the program with a focus on TEKS based academic intervention and/or acceleration.</li> <li>• BT will provide staff that have the knowledge and experience to meet the needs of scholars to ensure they are able to meet or exceed challenging State standards.</li> </ul>
<b>Attendance</b>	Increase Student Attendance to 98%	AWBLA currently boasts a 96% attendance rate and wants to increase the rate by 2%. Research indicates students attending Texas' 21st CCLC afterschool programs, regardless of participation level, improved their school day attendance—students with low levels of participation in the program decreased their absentee rate by 14% and students with high levels of participation experienced a 15% reduction (American Institutes for Research, February 2013).
<b>Discipline Referrals</b>	Decrease Discipline Referrals	<ul style="list-style-type: none"> <li>• The AWBLA LEVELS CLC will decrease scholar discipline referrals by providing SEL supports and Restorative Discipline techniques needed to address root causes of misbehavior, as well as provide scholars the skills needed to positively address problems.</li> <li>• Scholar engagement in high interest out of school programming will work to reduce discipline referrals by providing positive outlets.</li> <li>• Research shows that afterschool programs can lead to improved attendance, behavior and coursework. Students participating in a high quality afterschool program went to school more, behaved better, received better grades and did better on tests compared to non-participating students (Weissberg, R.P., et. al, March 2010).</li> </ul>
<b>Advancement</b>	<ul style="list-style-type: none"> <li>• K-2 Growth on DIBELS Next</li> <li>• All Campuses Meeting Standard on STAAR Math and RLA</li> </ul>	Scholars who attend school and receive academic and non-academic supports are more likely to persist and have on-time advancement to the next grade. Additionally, it is more likely that scholars will have the opportunity to not only meet challenging state standards, but exceed those standards.
<b>Family Engagement</b>	Increase Family Engagement	An AWBLA motto is that we will never close the achievement gap until we close the engagement gap. A primary goal of BT programming is to address the engagement or opportunity gap. Their system-wide partnerships provide students with increased access to and dosage of the city's assets. BT works to empower their partners to raise the overall quality of the city's educational experiences. Their systems work includes Learning Partners (in-school arts and culture) and Dallas City of Learning (summer and afterschool arts, culture, and STEM).

**Schedule #16—Responses to Statutory Requirements (cont.)****For TEA Use Only**

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By TEA staff person:

County-district number or vendor ID: 057816	Amendment # (for amendments only):
<b>Statutory Requirement 4:</b> Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation. <b>Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</b>	
<p><b><u>Educational and Related Activities that Complement &amp; Enhance Academic Performance and Achievement</u></b></p> <p>AWBLA LEVELS CLC will provide students with engaging and creative activities, which are the foundation for high quality programming and relate to academic and non-academic outcomes. Scientifically-based research demonstrates that children involved in highly engaging/creative activities have more consistent school attendance, higher academic achievement (Catterall, James, <i>Doing Well and Doing Good by Doing Art: A 12- Year Longitudinal Study</i>, Imagination Group: I-Group Books, 2009), and may be primed for greater leadership and community involvement (Benson, Peter L., <i>Sparks: How Parents Can Ignite the Hidden Strengths of Teenagers</i>, Search Institute, 2008). Offering further support of this approach, business and policy leaders have conducted their own research and found that creativity and innovation are mandatory skills for children's success as future citizens and workers (The Partnership for 21st Century Skills, <a href="http://www.p21.org">www.p21.org</a>).</p> <p>Drawing on partner BT's previous experience and initiatives, curriculum and instruction for the program will be focused on project-based learning (PBL). A wide body of compelling research demonstrates the positive effects of PBL on student achievement, both in and out of the classroom. The Buck Institute for Education (<a href="http://www.bie.org">www.bie.org</a>) documents how students learning through PBL retain content longer, have a deeper understanding of what they are learning, demonstrate better problem-solving skills, show improved critical thinking, are able to apply what they learn to real-life situations and exhibit improved attitudes toward learning. The same research also illustrates how PBL improves students' mastery of 21st century skills such as their ability to work collaboratively and resolve conflicts, skills that improve outcomes for students beyond the classroom.</p> <p><b><u>Positive Youth Development of the Students</u></b></p> <p>AWBLA and BT place a priority on fostering students' social and emotional learning (SEL) to help them build the skills, knowledge and attitudes needed to be successful in school, work and life. SEL includes knowing and controlling emotions, understanding and collaborating with others, making positive choices, and demonstrating resiliency. Research is showing that SEL programming can "...improve the culture and climate of schools and classrooms, as well as children's social, emotional, behavioral, and academic outcomes." (Jones, S. M., Barnes, S. P., Bailey, R., Doolittle, E: <i>Promoting social and emotional competencies in elementary school</i>, 2017).</p> <p>The AWBLA LEVELS CLC will also implement Restorative Discipline. Restorative Discipline is a whole school relational approach to building school climate and addressing student behavior that fosters belonging over exclusion, social engagement over control, and meaningful accountability over punishment. Early implementation results indicate a significant reduction in behavior referrals, out of school suspensions and expulsions (Institute for Restorative Justice and Restorative Dialogue).</p> <p>Through its work in 21<sup>st</sup> CCLC Cycles 5, 6, and 7, BT has not only developed its own best practices but also utilized tools developed nationally and locally through other organizations. At BT's recommendation, AWBLA will participate in Dallas Afterschool's After-school Quality Advancement (AQuA) initiative, which follows research-based best practices for operating a high quality after-school program. AWBLA will also utilize BT's experience to inform broad programmatic design and professional development for all staff.</p>	

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 057816

Amendment # (for amendments only):

**Statutory Requirement 5:** Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

AWBLA LEVELS CLC's out-of-school time programming will include the following activities on a daily basis in support of student academic achievement and overall student success.

1. Homework Assistance (50 minutes in the morning, before school): Students will be provided with a quiet space where they can complete their homework, working individually or in small groups as appropriate. Program staff will supervise the period, providing general guidance and maintaining the study-friendly environment. Students who finish their home work quickly will be provided with quiet alternatives, including books, puzzles and other activities. Students will start the day prepared for their classes and receive credit for completed homework.
2. Enrichment programming (2 hours, 10 minutes after school): AWBLA is partnering with BT because of the organization's experience in providing innovative and engaging enrichment programming in 21<sup>st</sup> CCLC as well as its participation in a national study on summer learning. BT relies on proven instructional methods, including project-based learning (PBL). Research demonstrates PBL can positively impact student academic achievement, providing benefits to students across grade levels, academic subjects, and achievement levels, including improved performance on standardized tests. PBL also shows promise as a strategy for closing the achievement gap by engaging lower-achieving students. ([www.bie.org](http://www.bie.org))
3. Summer programming will take place over the course of a six week period and provide continuation of enrichment programming to be provided by community partner BT.

BT will work closely with AWBLA administrative and instructional personnel to tailor creative enrichment programming to meet student needs. BT maintains and is continually expanding a talent roster of qualified instructors across a wide range of subjects including the visual and performing arts (Music, Dance, Theatre, Art and Spoken Word/Poetry) as well as STEM subject areas. All enrichment sessions focus not only on the discipline of the activity, but also integrate elements of social and emotional learning, such as developing positive relationships, practicing self-regulation, social awareness and empathy. Instructors receive extensive professional development addressing topics such as safety, child development, classroom management, arts integration and social and emotional learning techniques, and have access to a library of lessons developed by BT, many of which directly support literacy and other classroom subjects through fun and engaging enrichment activities.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 057816

Amendment # (for amendments only):

**Statutory Requirement 6:** Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

AWBLA is committed to ensuring all individuals eligible to participate in the AWBLA LEVELS CLC receive information regarding program components and program participation.

**Dissemination of Program Information**

The AWBLA LEVELS CLC Project Director, Site Directors, and Family Engagement Specialist will play a primary role in outreach efforts to ensure stakeholders are aware of the CLC's educational opportunities, locations, schedules and campus contacts. CLC leaders will disseminate information about the CLC by:

- Posting an AWBLA LEVELS CLC program summary and enrollment process on the A. W. Brown Leadership Academy website
- Promoting program utilizing the district's and key partners' websites and social media pages (Facebook, Twitter, etc.)
- Program summaries and enrollment information will be sent to all AWBLA families via email and text message
- If awarded the grant, AWBLA will host an introductory "Listen & Learn" to share information about the AWBLA LEVELS CLC program components and enrollment process
- All students enrolled in AWBLA will receive information regarding the AWBLA LEVELS CLC during their respective orientations
- AWBLA will publish information regarding the AWBLA LEVELS CLC in its Student/Parent Handbook
- Creating and distributing informational flyers, brochures, and district newsletter (electronic and hard copies) to partner organizations, students, parents, caregivers, teachers, and community; in both English and Spanish

**Ensuring Accessibility**

- All materials will be disseminated in both English and Spanish
- Materials will be published on the AWBLA website ensuring accessibility for individuals with disabilities, as the website is ADA compliant

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 057816

Amendment # (for amendments only):

**Statutory Requirement 7:** Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Transportation Needs**

Students enrolled in the AWBLA LEVELS CLC will be students enrolled in AWBLA; consequently, transportation does not provide a barrier to services. AWBLA will provide transportation to and from school for parents that opt into the district's transportation program.

**How Students will Travel Safely To and From the AWBLA LEVELS CLC and Home**

Parents will have the option to opt into the AWBLA district transportation service that provides shuttle service to and from each campus. Parents may elect to have their children transported to and from home.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 057816

Amendment # (for amendments only):

**Statutory Requirement 8:** Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores).  
**Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

In the AWBLA LEVELS CLC's programming, volunteers will be engaged strategically to serve as coaches, assisting students to practice life skills such as communication, collaboration and problem solving, co-direct career explorations and help connect the relevancy of college and career possibilities. A volunteer job description will be developed and used to recruit interested and qualified volunteers.

- AWBLA requires volunteers to complete a volunteer application and criminal history check. Volunteers will be placed at a campus and monitored by the AWBLA LEVELS CLC staff. All volunteers will attend an orientation session that includes expectations and scope of work, school culture and working in partnership with school/parents/afterschool. Training opportunities will be held throughout the school year covering various relevant topics.
- Volunteers will be recruited from interested corporations, senior groups, and retired employee groups. Additionally, BT participates in the Dallas County Community College District's service learning program, which serves as network for recruiting student volunteers from nearby community college campuses.
- AWBLA and BT both have a network of corporate partners that provide volunteer support in programs. Corporate volunteers bring both a volunteer capacity, but also provide avenues for career exploration.
- The Family Engagement Specialist will develop systems for parent volunteers to support before school, after-school and summer program activities. When possible, volunteers that work through the before/after and summer school programs will be encouraged to continue their work with the campus during regular school hours to build campus community partnerships.
- Feedback will be solicited from all volunteers through a survey which will evaluate communication, training, onboarding and utilization of volunteers. As part of the continuous improvement process, both AWBLA and BT will make changes as needed to the onboard process for volunteers to ensure the program is building lasting partnership with volunteers.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 057816

Amendment # (for amendments only):

**Statutory Requirement 9:** Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

**Preliminary Plan for How the Community Learning Center will Continue After Funding Under the Grant Ends**

AWBLA understands the importance of sustaining effective out of school academic and enrichment programming, particularly when the programs directly affect the success and futures of at-risk and economically disadvantaged children and families. The AWBLA LEVELS CLC has the support of the charter district's Board of Directors and leadership. As a result, the AWBLA is committed to sustaining the AWBLA LEVELS CLC after funding under this program ends as evidenced by a written letter of support for sustainability signed by the charter district's Board of Directors (see Attachment B). Additionally, AWBLA will impanel an AWBLA LEVELS CLC Community Advisory Committee which will work closely with the LEVELS CLC Project Director. The Task Force will meet quarterly to review CLC objective and goals, outcomes, service input and outputs, make recommendations as part of the continuous improvement process, and plans for sustaining programming after the grant ends.

Plans of sustainability of the AWBLA LEVELS CLC will be an ongoing focus of the charter district and its partners. Additionally, the program and its partners will ensure that the needs of the community are driving this program and that the community is aware of what the unique and worthwhile services the program is offering. Specifically, AWBLA LEVELS CLC will

- establish collaborative relationships with community partners and Chamber of Commerce to support programming;
- begin efforts to research and identify additional corporate, foundation, and government grant funding opportunities to sustain program activities;
- work with collaborating partners to create a marketing and fundraising campaign through which successes will be highlighted and disseminate
- host philanthropic engagement events, such as an open house, to showcase the program and solicit future funding from individual, corporate, and foundation donors; and
- solicit current partners for in-kind services to support ongoing activities.

**How Resources Provided by the Grant will Assist the Program in Local Sustainability**

Financial resources provided by the grant will serve as the foundation for building the AWBLA LEVELS CLC while allowing AWBLA time to document program effectiveness as indicated by progress toward the stated objectives of:

1. Increased Student Attendance
2. All K-2 Students Showing Academic Growth
3. All Campuses Meeting Standard on STAAR Math and Reading/Language Arts
4. Increasing Student and Family Engagement
5. Decrease in the Number of Disciplinary Referrals

After documenting program success while the program is receiving grant funds allows AWBLA to seek the support of corporations, foundations, and other state and federal grants to sustain the program.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 057816

Amendment # (for amendments only):

**Statutory Requirement 10:** Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Demonstrate How the Proposed Program will Coordinate Federal, State and Local Programs**

AWBLA currently receives Title I and Compensatory Education Funding that will be coordinated with 21<sup>st</sup> CCLC funding, if the grant is awarded.

The AWBLA LEVELS CLC Project Director will work in tandem with the AWBLA Chief Financial Officer (CFO) and the Director of Academic Excellence to coordinate access to a variety of federal, state, and local funding sources and partner organization services being provided at the participating campuses. As a testament of the AWBLA's commitment to the AWBLA LEVELS CLC, access to both campuses and all campus resources (computer labs, mobile laboratories, gymnasium, textbooks, software, etc.) are being offered at no cost to the CLC. Additionally, the AWBLA LEVELS CLC will partner with BT. Partnering with BT will expand access to high-quality out-of-school time programming for AWBLA students. By combining the academy's resources with BT's expertise in after-school and summer programming, extensive instructor roster and professional development capacities, AWBLA will secure the needed infrastructure to ensure grant objectives are met. In addition, the partnership will support the identification of community and funding resources to position the program for sustainability. AWBLA and BT will utilize a continuous improvement model throughout the grant, making any necessary programmatic changes needed to ensure all objectives are being met.

**Explain How the Program Plans to Supplement Existing Program on the Campuses to be Served**

All resources will supplement, not supplant local, state, or federal expenditures or activities. The AWBLA currently contracts with an outside provider to provide childcare to scholars needing care during out of school time. The AWBLA LEVELS CLC will provide a program that offers academic and non-academic supports to scholars and their families. Scholars do not currently have access to formalized SEL and Restorative Discipline practices or cultural enrichment activities during after school or summer programming.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 057816

Amendment # (for amendments only):

**TEA Program Requirement 1: Enter center-level information requested for each of the proposed centers.**

<b>Center 1</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
	AW Brown Leadership Academy Genesis Campus 6901 South Westmoreland Dallas, Texas 75237		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number: 057816102					
	Cost per student \$888.15					
	"Regular" student target (to be served 45 days or more annually):		250		Parent/legal guardian target (in proportion with student target): 50	
			Feeder school #1		Feeder school #2	
	Campus name		AWBLA Genesis Campus		N/A	
	9-digit campus ID number		057816102		N/A	
Estimated transportation time		N/A		N/A		
<b>Center 2</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
	AW Brown Leadership Academy Quest Campus 5701 Red Bird Center Drive Dallas, Texas 75237		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number: 057816101					
	Cost per student \$909.64					
	"Regular" student target (to be served 45 days or more annually):		400		Parent/legal guardian target (in proportion with student target): 80	
			Feeder school #1		Feeder school #2	
	Campus name		AWBLA Quest Campus		N/A	
	9-digit campus ID number		057816101		N/A	
Estimated transportation time		N/A		N/A		
<b>Center 3</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:					
	Cost per student \$					
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):	
			Feeder school #1		Feeder school #2	
	Campus name					
	9-digit campus ID number					

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<b>Schedule #17—Responses to TEA Program Requirements (cont.)</b>					
County-district number or vendor ID:				Amendment # (for amendments only):	
<b>Center 4</b>	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	Cost per student		\$		
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):		
			Feeder school #1		Feeder school #2
	Campus name				Feeder school #3
	9-digit campus ID number				
	Estimated transportation time				
	<b>Center 5</b>	Name and physical address of center site:		The campus is (check all that apply):	
		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	
9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
Cost per student		\$			
"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):			
		Feeder school #1		Feeder school #2	
Campus name				Feeder school #3	
9-digit campus ID number					
Estimated transportation time					
<b>Center 6</b>		Name and physical address of center site:		The campus is (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	Cost per student		\$		
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):		
			Feeder school #1		Feeder school #2
	Campus name				Feeder school #3
	9-digit campus ID number				
	Estimated transportation time				

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<b>Schedule #17—Responses to TEA Program Requirements (cont.)</b>					
County-district number or vendor ID:				Amendment # (for amendments only):	
<b>Center 7</b>	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	Cost per student		\$		
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):		
			Feeder school #1		Feeder school #2
			Feeder school #3		
	Campus name				
	9-digit campus ID number				
	Estimated transportation time				
<b>Center 8</b>	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	Cost per student		\$		
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):		
			Feeder school #1		Feeder school #2
			Feeder school #3		
	Campus name				
	9-digit campus ID number				
	Estimated transportation time				
<b>Center 9</b>	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	Cost per student		\$		
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):		
			Feeder school #1		Feeder school #2
			Feeder school #3		
	Campus name				
	9-digit campus ID number				
	Estimated transportation time				

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<b>Schedule #17—Responses to TEA Program Requirements (cont.)</b>								
County-district number or vendor ID:				Amendment # (for amendments only):				
<b>Center 10</b>	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):			
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12			
	9-digit campus ID number:							
	Cost per student		\$					
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):			
			Feeder school #1		Feeder school #2		Feeder school #3	
	Campus name:							
	9-digit campus ID number							
Estimated transportation time								

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 057816

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Proposed Management Plan**

The AWBLA LEVELS CLC will be managed by AWBLA. AWBLA is a third generation charter school with an annual budget in excess of 45 million dollars, inclusive of tax exempt bonds. Having operated for 18 years, AWBLA has and continues to manage several federal entitlements, federal and state grants, foundation grants, corporate contributions and bond proceeds. Additionally, the district currently boasts an investment grade rating with Standard and Poors. As such, the district has established comprehensive management protocols that include all necessary management elements and control functions to ensure an effective and efficient program including on-going planning, financial accountability, communications, reporting, information management, human resources, resource allocation, evaluation, and continuous improvement mechanisms. These functions will ensure delivery of accessible, quality, coordinated, and culturally relevant services to scholars.

**Center Operations**

The AWBLA LEVELS CLC will be managed by the Project Director who will have experience in program development, marketing, implementation, data reporting, evaluation, and fiscal/budget management. Site Directors will oversee each LEVELS CLC site. Family engagement services will be led by the part-time Family Engagement Specialist.

**Corresponding Budget Plan**

The budget will be primarily managed by the AWBLA Chief Financial Officer. The CFO is a CPA who has ensured that AWBLA has exceeded all Charter FIRST requirements. AWBLA will adhere to all required fiscal requirements and guidelines of the 21<sup>st</sup> CCLC grant. AWBLA will ensure that costs remain in alignment with the submitted budget and that per participant costs do not exceed \$1000.00 per participant.

**How Plan Will Help to Meet Program Objectives and Student Service Targets**

<b>Statutory Requirement #3 Indicators</b>	
<b>Performance</b>	The management plan will include the Project Director, Site Director and Family Engagement collaborating with AWBLA leadership to track performance relative to AWBLA LEVELS CLC objectives
<b>Attendance</b>	The management plan will track scholar attendance to ensure participants attend a minimum of 45 days of programming. Management will routinely check in with scholars and their families to ensure regular attendance
<b>Discipline Referrals</b>	The management will include AWBLA LEVELS CLC tracking scholar discipline referrals to provide SEL and Restorative Discipline interventions when needed
<b>Advancement</b>	The management plan will include tracking of on-time advancement of scholars to the next grade level
<b>Family Engagement</b>	The management plan will include tracking family engagement

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 057816

Amendment # (for amendments only):

**TEA Program Requirement 3:** Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Proposed Program Evaluation Plan**

The AWBLA LEVELS CLC's evaluation plan will be comprehensive in its review of quantitative and qualitative data sources at the center and grant levels. The evaluation plan begins with understanding the AWBLA LEVELS CLC program objectives:

1. Increasing Student Attendance
2. All K-2 Showing Academic Gain
3. All Campuses Meeting Standard on STAAR Math and Reading Language Arts
4. Increase in Family Engagement
5. Decrease in Number of Disciplinary Referrals

In addition to tracking growth relative to the AWBLA LEVELS CLC stated objectives listed above, the contracted evaluator will track:

- School day attendance
- Core course grades
- Mandatory discipline referrals
- On-time advancement to the next grade level
- Number of CLC program days attended
- Student perceptions of their leadership skills/ability
- Parent perceptions of student problem solving skills
- Parent survey of satisfaction with services provided through the CLC

The evaluator will provide an independent evaluation report to the Texas Education Agency no later than July 31st of each year. The AWBLA LEVELS CLC will comply with any additional requests for reporting progress and results, and post the entire program evaluation on the AWBLA website.

**Description of How Program Evaluation Results Will Be Used to Improve Program Operations and Quality**

Evaluation results will be utilized to continually improve the CLC, as the data will be reviewed by the CLC leadership, district leadership, as well as the Community Advisory Committee to determine areas of strengths, areas of opportunity and program refinements to be made. As part of the continuous improvement process, evaluation data will be reviewed a minimum of four times during the program year to ensure data are being utilized to inform CLC operations and improve program quality.

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<b>Schedule #18—Equitable Access and Participation</b>				
County-District Number or Vendor ID: 057816		Amendment number (for amendments only):		
<b>No Barriers</b>				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Gender-Specific Bias</b>				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Cultural, Linguistic, or Economic Diversity</b>				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 057816

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 057816

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D07	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 057816		Amendment number (for amendments only):		
<b>Barrier: Visual Impairments</b>				
#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Hearing Impairments</b>				
#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Learning Disabilities</b>				
#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Other Physical Disabilities or Constraints</b>				
#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Truancy**

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 057816

Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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County-District Number or Vendor ID: 057816

Amendment number (for amendments only):

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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**Schedule #19—Private Nonprofit School Participation**

County-District Number or Vendor ID: 057816

Amendment number (for amendments only):

**Important Note:** All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule regardless of whether any private nonprofit schools are participating in the program.

**Failure to complete this schedule will result in an applicant being disqualified.**

**Questions**

1. Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant? ☒ Yes ☐ No

• If your answer to this question is yes you must answer question #2 below.

• If your answer to this questions is no, you do not address question #2 or the assurances below.

2. Are any private nonprofit schools participating in the grant? ☐ Yes ☒ No

• If your answer to this question is yes, you must read and check the box next to each of the assurances below.

• If your answer to this question is no, you do not address the assurances below.

**Assurances**

☐ The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.

☐ The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.

☐ The applicant assures that the total grant award requested on **Schedule #6—Program Budget Summary** includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.

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